RICE | RCEL
Rice Center for Engineering Leadership

**ENGI 315: Leading Teams and Innovation**
Fall 2017, CRN #11281, TR 2:30-3:45 p.m., Location Herring 129

**ENGI 515: Leading Teams and Innovation**
Fall 2016 2017, CRN #14512, TR 2:30-3:45 p.m., Location Herring 129

Dr. David Van Kleeck: Mechanical Lab 104, 713.201.6799, david.vankleeck@rice.edu
Office Hours: Tuesday - Thursday, 11:00-2:00 p.m. Appointments can also be scheduled at other times.

Mr.Thomas Phalen, MChE, Mechanical Lab 104. Lecturer, Rice Center for Engineering Leadership, tom.phalen@rice.edu
Office Hours: Tuesday - Thursday, 11:00-2:00 p.m. Appointments can also be scheduled at other times.

**Readings**

1. David A. Whetten and Kim S. Cameron (2011). *Developing Management Skills (9th ed.)* Pearson Prentice Hall.
2. A digital reading packet is required and purchased through Harvard University. A link for this packet is contained in Module 0 on Canvas.
3. Required readings are also available through the Fondren Library's electronic course reserves called ARES, see https://rice.ares.atlas-sys.com/ares/
4. Other readings may be posted on Canvas.

**Course Overview**

The purpose of this course is to prepare students for engineering leadership and followership roles within creative and other types of teams. Topics will focus on leadership, teamwork, and innovation in engineering contexts. This course is required for our school's certificate in engineering leadership and includes a focus on practical skills and how these skills can be learned, developed, and applied in team situations.

**The learning objectives are**

**1.** To formulate and articulate a personal point of view about what it means to lead an innovative team.
**2.** To identify, assess, and develop the skills needed for team leadership and followership in engineering environments.
**3.** To apply skills and abilities for enabling creativity and innovation in engineering teams.

**RCEL Competency Domains**

**Skills Learned in ENGI 315**

- Leading innovative teams
- Communicating a vision
- Launching new teams
- Organizing teamwork
- Adjourning teams
- Running team meetings
- Making team decisions
- Enabling team creativity
- Building relationships
- Giving/receiving feedback
- Motivating others
- Managing conflict
- Managing networks
- Developing personal skills

**Course Format**

One of the best ways to learn to lead is through the experience of actually leading. These real-life experiences build the kind of practical wisdom that is difficult to acquire in the classroom. What we can do in the classroom, however, is learn about the strategies, mind-sets, and skills related to effective team leadership and practice applying them in class assignments.

Our class is designed around multiple learning methods, including lectures and discussions, case studies, videos, presentations, guest speakers, role plays, and other experiential learning activities.

The conceptual readings for the class include a combination of academic journal articles, practice-oriented articles, books and book chapters, and other readings.

**ENGI 315 Grading**

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| **20%** | **Quizzes** |
| **20%** | **Individual vision presentation** |
| **10%** | **Leadership Development Planning** |
| **5%** | **Class participation** |
| **10%** | **Group innovation project** |
| **5%** | **Group team building project** |
| **5%** | **Group project management project** |
| **5%** | **Ethics Presentation** |
| **10%** | **Leadership Journal** |
| **10%** | **Movie Review** |

**ENGI 515 Grading**

| | |
|---|---|
| **20%** | **Quizzes** |
| **20%** | **Individual vision presentation** |
| **5%** | **Class participation** |
| **10%** | **Group innovation project** |
| **5%** | **Group team building project** |
| **5%** | **Group project management project** |
| **5%** | **Ethics Presentation** |
| **20%** | **Reflected Best Self Paper** |
| **10%** | **Leadership Journal** |

**Quizzes (20%)**

There will be 9 weekly quizzes – no final exam or mid-term - consisting of multiple-choice, true/false, and short answer questions. They will be based on readings, lectures, and class discussions and will be administered online. Each quiz will count evenly toward the overall quiz grade. The quizzes will be closed book and timed. Each will be 30 minutes in duration and contain ten questions.

Make-up exams will be administered only under circumstances involving serious and documented illnesses, university-excused absences, a death in immediate family, or other major event of comparable seriousness. If such an event occurs, students must inform the instructors immediately to coordinate a make-up.

**Individual Presentation: Communicating a compelling team vision (20%)**

One of the most important skills of team leaders, especially in engineering, is the ability to create and effectively communicate a meaningful vision and purpose for a team. The purpose of this assignment is to practice and develop this important skill. All students will create and deliver a "team vision" based on circumstances described in the Erik Peterson case. The main deliverable for this assignment is an 8-10 minute presentation of a personally created team vision. We will record these presentations and post them for review and feedback from peers and faculty. More details on this project will be provided later.

**Assessments and Leadership Development Planning (10% - 315 students only)**

Many of the skills and other personal attributes learned in this course can be measured. The assessments located at the beginning of each textbook chapter will be used to measure these leadership attributes. Other assessments will be provided either on paper or via online surveys and instructions on submitting the results of these assessments will be discussed in class. For those of you who have taken ENGI 140, you will need to retake the assessments to get a current view of your skill level. The results of assessments can be used for many developmental purposes, including pointing out areas of potential development. The purpose of Leadership Development Plan is to synthesize the main learning outcomes from the course into concrete "next steps" in your development journey. You are asked to use the Word Template provided in Canvas for this assignment. A draft plan can be submitted earlier in the semester for review and comment. A more detailed outline of the specific requirements will be provided in class.

**Individual Class Participation (5%)**

Students will be expected to actively contribute to class discussions for several reasons. First, we will utilize case studies, role plays, and other learning methods that rest on active participation. Second, your ability to effectively express ideas is essential to leadership. Finally, and perhaps most importantly, everyone in the class will learn more from one another through active engagement in class discussions.

Class participation grades are based on participation, attendance, and results of peer evaluations. Participation will be based on a combination of quantity and quality. Participation quality will be determined by the following criteria:

- **Accuracy**: comments are informed by the assigned readings.
- **Relevance**: comments contribute meaningfully to the flow of the discussion.
- **Creativity**: comments reflect original perspectives that stimulate further discussion.
- **Judiciousness**: comments are well reasoned, persuasive, and moderated (i.e. frequency is neither too high nor too low).

In order to make sure that we hear from everyone in class, the instructors will call on students throughout the semester.

Since much of the learning in this class involves group activities, attendance will be is especially important. For this reason, each unexcused absence after the first will result in a five-point reduction in the overall participation grade. For an absence to be excused, the student must send an email to one of the instructors explaining the issue and receive permission to be absent. Students that anticipate problems with attendance should be proactive in discussing these issues with the instructors.

The final component of the participation grade will relate to peer evaluations following at the end of the semester. An example of these peer evaluations is provided at the end of this syllabus. More information on class participation will be provided later.

**Project on Team Building (5%)**

Teambuilding is a set of skills that enables important team outcomes such as positive relationships, creative thinking, and team development. The purpose of this assignment is to learn how to select, plan,

and deliver a team building exercise. Groups formed by the instructor early in the semester will come together to select and implement one team building activity in class. The deliverable for this assignment is a three-page (single spaced) set of instructions for the exercise and a 10-15 minute (maximum) delivery in class. There are many resources in books and on the web to draw from for this fun and playful assignment. One of the main requirements is that the learning experience points to outcomes that are clearly aligned with the class (focusing on teamwork, creativity, leadership, innovation). Each group must submit a brief proposal for your team building activity and groups are highly encourage to practice on others before delivering the event in class. Details on this project will be provided later and are also available in Canvas.

**Project on Innovations (10%)**

The purpose of this assignment is to enable groups to apply course materials to understanding engineering innovations of their own interest. Groups formed by the instructor will focus on evaluating one significant engineering innovation. Groups will describe the innovation's development from inception through implementation. This five page paper (double-spaced) and 10-minute presentation (maximum) must align clearly with the course materials on **both** creativity and leadership of teams. Papers will be due on the date of the presentations noted on the syllabus.

Presentations and papers should focus on the lessons learned in The Medici Effect. They should address questions such as; how is this an example of an engineering innovation, how did its creators come up with the original idea, why is it an example of intersectional innovation, how did various people work together to develop and implement the idea, why it is valued by others as a sustainable innovation. Grades will be based on both peer and instructor evaluations of the presentations. Each group must submit a brief proposal for your innovation and more details on this group project will be provided later and are also available in Canvas.

**Group Project Management Project (5%)**

The groups formed by the instructor will be asked to develop a Project CPM Diagram and a Project Estimate for a project case to be provided during the class. The group will develop the steps to implement the project and develop a cost estimate. The deliverable for the assignment will be a five page paper that presents the results of the exercise, summarizes the execution approach, and documents the assumptions made and the basis for the estimate. The paper will include the Project CPM Diagram and the Cost Estimate.

**Ethics Presentation (5%)**

The purpose of this assignment is explore the ethical implications of a real world problem in a group setting and to present their findings. Groups formed by the instructor will focus on developing and presenting solutions to an ethical issue. A ten minute group presentation is required. Grades will be based on peer evaluations of the presentations.

## Reflected Best-self Paper (515 students only – 20%)

One of the most important attributes of a successful leader is self-knowledge. The purpose of this exercise and paper is to enable graduate students to learn more about your own unique strengths as a potential leader (and leader). Based on the self-assessments we will complete throughout the semester and on targeted feedback from others, you will discover some of the talents, competencies, and principles that define who you are and the kind of leader that you can become. This paper will require a considerable amount of self-exploration on your part, but the results can become one of the most valued learning outcomes of this class.

Complete instructions on the content and format for this paper will be provided in class and the exercise is also described, in part, in Chapter 10 of the Whetten and Cameron textbook. A Word Template is

provided in Canvas for your use in writing the paper. The final, complete version of the paper is due on the date noted on the syllabus. Late papers will not be accepted.

**Leadership Journal (10%)**

Part of the learning process for mastering leadership skills is a focused reflection on experiences, and recording the personal observations and insights gained. This is best accomplished through the use of a "leadership journal" maintained by the student. In this course, each student will be provided a journal to use for documenting leadership experiences during the course of the term. It is expected that the student will hand write their reflections in the journal based on weekly practice assignments. The journal will be checked weekly by the TA to confirm that on-going progress is being made each week. The journal is for the personal use of the student in formulating the leadership development plan that is part of the RBS paper. Students are required to schedule at least one office visit with one of the instructors to review progress, answer questions, and check the use of the journal as part of the overall Journal grade. Appointments can be scheduled as early as week 7. Weekly journal assignments must be completed throughout the semester, even after the office visit is made.

**Movie Review (10%) (315 students only)**

Students in the course this semester will write a short review of a movie (selected from a list provided by the faculty). In this review, the student will critically analyze the story, events, and characters from a team leadership perspective. This analysis should draw from and reference the lessons and readings in the course, address leadership insights gained and comment on the implications for their leadership style.

**General Course Expectations**

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| **Preparation** | Plan to come to class having read the readings and prepared to contribute to class discussions. Attendance and active engagement are essential to the learning process in this course. |
| **Proactivity** | We encourage students to be proactive in both planning and execution. If you are experiencing - or anticipate experiencing - any problems, let us know ASAP. |
| **Punctuality** | Plan to come to class *on time* and complete all assignments *on time*. |
| **Personal Responsibility** | We expect all students to take responsibility for their learning, course obligations, and commitment to academic honesty. |

**Other Class Norms**

- Open debates and disagreements about ideas are encouraged and expected
- Do not engage in distracting side conversations while others are talking
- Turn off cellular phones before class begins
- Use laptops for note taking purposes only; otherwise they should remain closed.
- Raise your hand before speaking

**Rice Honor Code**

Students are responsible for maintaining the highest standards of honesty and integrity in their work and conduct. Students should be familiar with what constitutes plagiarism and always cite proper references of outside materials. Students should abide by the honor pledge they made upon entering Rice and include the following statement on all submitted assignments; “On my honor, I have neither given nor received any unauthorized aid on this (paper or exam)”.

**Special Needs**

Let us know during the first few weeks of the semester if you have disability needs and we will do what we can to accommodate these needs. Students with disabilities should contact Rice Disability Support Services at 713.348.5841 or http://dss.rice.edu.

## Schedule, Topics, and Activities

*Syllabus may change slightly to accommodate unplanned opportunities or circumstances.*

| Date | Topic and Readings | Class Activities |
|---|---|---|
| 8/22 (1A) | **Course overview**<br>• Introduction to the NEO/IPIP Personality Assessment<br>• How to prepare a case study<br>• Introduction to Leadership Journaling<br>• Use of The Medici Effect for Innovation Project<br>• Overview of RBS/LDP papers<br>• Importance of Assessments<br><br>**Assignment for next class**<br>• Complete the "Big Five" personality self-assessment from http://www.personal.psu.edu/j5j/IPIP/ipipneo120.htm<br>• Do WC Chapter 1 Self Assessments (Canvas)<br>• Robert J. Sternberg (2008) The WICS approach to leadership: Stories of leadership and the structures and processes that support them. *The Leadership Quarterly,* pp. 360–371. In ARES<br>• Begin the Leadership Journal with assigned topic | • Course overview and introductions |
| 8/24 (1B) | **Models of Team Development**<br>• Introduction to Team Projects<br>• Project Charter/Team Norms<br>• Introduction to the Team Building Project<br>• Team Meeting Time<br><br>**Assignment for next class**<br>• Conduct a team meeting & develop a charter for Team Building Project<br>• Complete assigned team exercise<br>• Prepare Team Building proposal<br>• Do WC Chapter 9 Self Assessments (Canvas)<br>• Read WC – Chapter 9 (Team Development) 8 th ed. pp 493-518; 9th ed. pp 403-427<br>• Read and prepare case study for the Taran Swan at Nickelodean Case in Harvard Business School (HBS) Publishing<br>• Request External Feedback for RBS/LDP<br>• Leadership Skills Practice & Journaling (Team Forming) | • Discuss readings |

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| 8/29 (2A) | **Forming New Teams**<br><br>• Stages of Team Development<br>• Challenges of Leading Teams<br>• Mobilizing and Launching a Team<br><br>**Assignment for next class**<br><br>• Do WC Chapter 2 Self Assessments (Canvas)<br>• Do Motivation to Lead Self Assessment (Canvas)<br>• Read Frans Johansson (2006) - Chapter 2, *The Medici Effect.* Boston, MA: Harvard Business School Publishing | • Discuss readings<br>• **Leader in focus**: Taran Swan at Nickelodean Latin America<br>• Team Building Exercise Proposals due today |
| 8/31 (2B) | **Team Building Projects**<br><br>**Assignment for next class**<br><br>• Do Dominant Needs Assessment (Canvas)<br>• Read Jeff Ericksen and Lee Dyer (2004) Right from the start: Exploring the effects of early team events on subsequent project team development and performance. Administrative Science Quarterly, Vol. 49, No. 3, pp. 438-471, in ARES<br>• Read Frederick P. Morgeson, D. Scot DeRue, and Elizabeth P. Karam (2010) Leadership in Teams: A Functional Approach to Understanding Leadership Structures and Processess. Journal of Management, Vol. 36, No. 1, pp 5-39 in ARES.<br>• Leadership Skills Practice and Journaling (Chapter 2, Motivation to Lead and Dominant Needs self assessments)<br>• Take Week 2 Quiz | • Groups present team building projects (papers also due) |
| 9/5 (3A) | **Mobilizing and Launching Creative Project Teams**<br><br>**Reflection on Team Formation Experience**<br>**Personality Discussion**<br><br>**Assignment for next class**<br>• Do WC Chapter 3 Self Assessments (Canvas)<br>• Read Frans Johansson (2006) Chapters 3 & 4, The Medici Effect<br>• Week 2 Quiz Due tomorrow | • Discuss readings<br>• In class activity<br>• |

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| 9/7 (3B) | **Project Management**<br>• **Key Elements of Project Management**<br>• **Developing a Plan**<br><br>**Assignment for next class**<br>• Do WC Chapter 7 Self Assessments (Canvas)<br>• Read WC – Chapter 7, Managing Conflict, 8 th ed. pp 376-404; 9 th ed. pp305-331<br>• Frans Johansson (2006) Chapter 5, The Medici Effect, HBS Publishing<br>• Druskat and Wolff (2001) Building the emotional intelligence of groups, HBS Publishing<br>• Leadership Skills Practice & Journaling (chapter 7 self-assessment results)<br>• Start Project Management Exercise – Due 9/19<br>• Take Week 3 Quiz | • Project Management Exercise |
| 9/12 (4A) | **Managing Conflict**<br>• Types of Conflict<br>• The Five Strategies<br>• Collaborative Problem Solving<br><br>**Assignment for next class**<br>• Do WC Chapter 4 Self Assessments (Canvas)<br>• Read WC – Chapter 4 8 th ed. pp. 233-265; 9 th ed. 190-215<br>• Week 3 Quiz Due tomorrow | • Discuss Readings |
| 9/14 (4B) | **Giving and Receiving Feedback**<br>• Coaching and Counseling<br>• Supportive Communication<br><br>**Assignment for next class**<br>• Leadership Skills Practice & Journaling (Reflect on how you give feedback to others)<br>• Read and prepare the Rob Parson Case Study, HBS Publishing<br>• Leadership Skills Practice & Journaling (Chapter 4 self assessments and giving feedback)<br>• Take Week 4 Quiz | • Discuss readings |

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| 9/19 (5A) | **Skills Application**<br>• Rob Parson Case Overview<br>• Rob Parson Case Study Role plays<br><br>**Assignment for next class**<br>• Project Management Exercise Due today, 9/19<br>• Week 4 Quiz Due tomorrow | • Discuss readings<br>• **Leader in focus**: Rob Parson at Morgan Stanley.<br>• Will conduct a role play activity in class. |
| 9/21 (5B) | **Guest Speaker - TBD**<br><br>Leadership Experiences – More information to be announced<br><br>**Assignment for next class**<br>• Do WC Chapter 10 Self Assessments (Canvas)<br>• Read WC Chapter 10 – Leading Positive Change, 8th ed. pp. 538-567; 9th ed. pp.<br>• Read and prepare case study for the GMR Group: Leadership Challenges in Building a World-Class Airport Case, HBS Publishing<br>• Leadership Skills Practice & Journaling (reflect on the Rob Parsons exercise and the Chapter 10 self assessments) | |
| 9/26 (6A) | **Creating a Team Vision**<br>• GMR Group: Leadership Challenges in Building a World-Class Airport Case discussion<br>• Introduction to the vision exercise<br>• Creating a vision<br>• Simon Sinek TED talk<br><br>**Assignment for next class**<br>• Frans Johansson (2006) Chapter 6 & 7, The Medici Effect, HBS Publishing | • **Leader in focus**: Grandhi Rao at GMR Group. In Harvard Packet<br>• Discuss assignment on communicating a vision<br>• External Feedback due this week. |

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| 9/28 (6B) | **Communicating a Team Vision**<br>• Guest Speaker – Presentation skill for Creating a vision<br><br>**Assignment for next class**<br>• Leadership Skills Practice & Journaling (reflect on your personal leadership vision)<br>• Do WC Chapter 8 Self Assessments (Canvas)<br>• Read WC – Chapter 8, Empowering others, 8 th ed. pp 443-473; 9 th ed. pp 366-389<br>• Read and prepare the Turn the Ship Around! A & B Cases, HBS Publishing<br>• Take Week 6 Quiz | • Tips on preparing the vision speech |
| 10/3 (7A) | **Empowering Others**<br>• Turn the Ship Around! (A & B)Case Study Discussion<br>• Dimensions of Empowerment<br>• How to develop Empowerment<br>• Inhibitors to Empowerment<br>• Fostering Engagement<br><br>**Assignment for next class**<br>• Do WC Chapter 6 Self Assessments (Canvas)<br>• Read WC – Chapter 6, Motivating Others, 8 th ed. pp 326-353; 9 th ed. pp 264-288<br>• Read and prepare the Lumen and Absorb Case, HBS Publishing<br>• | • Discuss readings<br>• **Leaders in focus**: Louis David and David Marquet<br>• In-class learning activity<br>• Complete assessment of empowerment |
| 10/5 (7B) | **Creating a motivating team environment**<br>• Diagnosing Performance Problems<br>• Enhancing Individual's Abilities<br>• Effective Motivation Programs<br><br>**Assignment for next class**<br>• Read Frans Johansson (2006) Chapters 8-10, *The Medici Effect*. Boston, MA: Harvard Business School Publishing. In Harvard Packet<br>• Read Kelly, Robert E. (1988), *In Praise of Followers,* Harvard Business Review, HBS Publishing<br>• Leadership Skills Practice & Journaling (Reflect on the Chapter 6 Self Assessments)<br>• Take Week 7 Quiz | • Discuss readings<br>• **Leaders in focus**: The Lumen and Absorb teams. |

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| 10/10 (8A) | **Mid Term Recess**<br>• Week 7 Quiz Due tomorrow | • |
| 10/12 (8B) | **Importance of Followership**<br>• Discuss Traits of a good follower<br>• Impact of good following on your leadership<br><br>**Assignment for next class**<br>• Read Judge, Piccolo, and Kosalka (2009), The bright and dark sides of leader traits: A review and theoretical extension of the leader trait paradigm. The Leadership Quarterly, Vol. 20, pp 855-875, In ARES<br>• Read *Myth vs. Reality: Four Behaviors That Define Successful Leaders*. See page in Module 8B | • Discuss Followership in terms of Turn the Ship Around! and Lumen and Absorb |
| 10/17 (9A) | **Personality, Leadership, and Teamwork**<br>• Discuss NEO-IPIP Assessments as related to teamwork and course experiences<br>• Reflected Best Self and Leadership Development Plan Framework<br><br>**Assignment for next class**<br>• Read and prepare the Heidi Roizen Case Study, HBS Publishing<br>• | • Discuss readings<br>• Vision Presentation Practice Sessions on Oct. 17-19 |
| 10/19 (9B) | **Skills for building creative networks**<br>• Heidi Roizen Case Study Overview and discussion<br><br>**Assignment for next class**<br>• Read Frans Johansson (2006) Chapter 11 &12, *The Medici Effect*. Boston, MA: Harvard Business School Publishing. In Harvard Packet<br>• Leadership Skills Practice & Journaling (reflect on your networking skills)<br>• Take Week 9 Quiz | • Discuss readings<br>• **Leader in Focus**: Heidi Roizen<br>• Vision presentations this week |

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| 10/24<br>(10A) | **Methods and perspectives on innovating**<br><br>• Discuss the Innovation Project<br>• Team time to generate proposals<br><br>**Assignment for next class**<br><br>• Team meetings to outline the innovation project<br>• Week 9 Quiz Due tomorrow | • Discuss readings<br>• **Video case** – Creative engineering teams at IDEO<br>• Vision presentations this week on Oct. 24-26 |
| 10/26<br>(10B) | **Risk Management Approaches**<br><br>• Approaches to assessing risk<br>• Understanding and managing risk<br>• Review the rubric for assessments<br>• Leadership Skills Practice & Journaling ( )<br>• Take Week 10 Quiz<br><br>**Assignment for next class**<br><br>• Read WC – Chapter 3, Creative Problem Solving<br>• Leadership Skills Practice & Journaling (Ideas on break through innovations and the Risk Management exercise) | • Risk Exercise |
| 10/31<br>(11A) | **Creativity Skills for Teams**<br><br>• Steps in Analytical Problem Solving<br>• Impediments to Creative Problem Solving<br>• Conceptual Blocks<br><br>**Assignment for next class**<br><br>• Leadership Skills Practice & Journaling (reflect on your problem solving skills)<br>• Innovation Project Proposals Due Next Class<br>• Week 10 Quiz Due tomorrow | • Discuss Readings |
| 11/2<br>(11B) | **Skills Application**<br><br>• Practical Steps to Make Brainstorming Productive<br>• Creative Problem Solving Exercises<br><br>**Assignment for next class**<br><br>• Leadership Skills Practice & Journaling (Creative Problem Solving insights)<br>• Movie Review due 11/2<br>• Vision Presentation Peer Reviews Due 11/2<br>• Take Week 11 Quiz | • Discuss Readings<br>• Innovation Proposals Due Today |

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| 11/7<br>(12A) | **Innovation project presentations**<br><br>**Assignment for next class**<br>• Prepare presentation assessments<br>• Week 11 Quiz Due tomorrow | • Papers and presentations due |
| 11/9<br>(12B) | **Innovation project presentations**<br><br>**Assignment for next class**<br>• Read Linda Klebe Trevin˜o and Michael E. Brown, Managing to be ethical: Debunking five business ethics myths, Academy of Management Executive, 2004, Vol. 18, No. 2, in ARES<br>• Read Joseph L. Badaracco, Jr. and Allen P. Webb, Business Ethics: A View from the Trenches, California Management Review, Vol 37, No. 2, Winter 1995, pp 8-28, in ARES<br>• Prepare presentation assessments<br>• Leadership Skills Practice & Journaling (Innovation approaches) | • Papers and presentations due |
| 11/14<br>(13A) | **Making Ethical Decisions**<br>• A Framework for analyzing decisions<br><br>**Assignment for next class**<br>• Read and prepare the Fast Building (A) Case Study, HBS Publishing<br>• Analyze Case Assigned and Prepare group presentation<br>• | • Class Discussion<br>• LDP and RBS Papers Due on 11/19 |
| 11/16<br>(13B) | **Ethical Decision Case Presentations**<br>• Prepare presentation assessments<br>• Leadership Skills Practice & Journaling (Personal Values)<br>• Take Week 13 Quiz | • Presentations Due<br>• Discuss analysis |

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| 11/21 (14A) | **Guest Speaker – TBD**<br><br>More information will be announced<br><br>**Assignment for next class**<br><br>• Week 13 Quiz Due tomorrow | • |
| 11/23 (14B) | **Thanksgiving Holiday** | • |
| 11/28 (15A) | **Adjourning teams and learning from experiences**<br><br>**Assignment for next class**<br><br>• Torgeir Dingsøyr (2005) Postmortem reviews: purpose and approaches in software engineering. Information and Software Technology, Vol. 47, pp. 293–303, In ARES. | • Discuss readings |
| 11/30 (15B) | **Last class day**<br><br>Review the course (post-mortem) | • Share key ideas from the semester |

## Major Assignment Due Dates

### ENGI 315

| Assignment | Weight | Due Date | Reference |
|---|---|---|---|
| Leadership Journal | 10% | After Week 7 | Lecture Week 1 |
| Group Team Building Project | 5% | Aug 31 | |
| Project Management Exercise | 5% | Sept 19 | Group paper |
| Vision Presentation Practice | | Oct 17-19 | Individual Presentation with Feedback |
| Vision Presentation | 20% | Oct 24-26 | Individual Presentation |
| Movie Review | 10% | Nov 2 | |
| Group Innovation Project | 10% | Nov 7 & 9 | |
| Ethics Presentation | 5% | Nov 16 | |
| Leadership Development Plan | 10% | Nov 19 | Format in Canvas |

### ENGI 515

| Assignment | Weight | Due Date | Reference |
|---|---|---|---|
| Leadership Journal | 10% | After Week 7 | Lecture Week 1 |
| Group Team Building Project | 5% | Aug 31 | |
| Project Management Exercise | 5% | Sept 19 | Group paper |
| Vision Presentation Practice | | Oct 17-19 | Individual Presentation with Feedback |
| Vision Presentation | 20% | Oct 24-26 | Individual Presentation |
| Group Innovation Project | 10% | Nov 7 & 9 | |
| Ethics Presentation | 5% | Nov 16 | |
| Reflected Best Self Paper | 20% | Nov 19 | Format in Canvas |

## Example of Peer Evaluation for Group Projects

***Project name*** _____

***Peer evaluation for*** _____

***Your name*** _____

This is a confidential peer evaluation for each member of your group, including a self-evaluation. Use the following scale and the criteria and please comment on the specific questions below.

| 1<br>Very Poor | 2<br>Poor | 3<br>Average | 4<br>Good | 5<br>Very Good |
|---|---|---|---|---|

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ***This team member:***<br>delivered work on time. | o | o | o | o | o |
| delivered high quality contributions. | o | o | o | o | o |
| helped us work effectively as a team. | o | o | o | o | o |
| contributed to our learning and growth. | o | o | o | o | o |

What were the most valuable contributions of this group member? Please provide specific comments.

Were there ways that this member inhibited the group's performance? Provide specific comments.